Programme Specification

Contents

KEY INFORMATION....2
REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME.3
PROGRAMME OUTCOMES....5
PROGRAMME REQUIREMENTS....8
LEARNING, TEACHING AND ASSESSMENT DATA....10
PROGRAMME OUTCOME MAPPING....12
Sustainable Education Mapping....14
ENTRY AND PROGRESSION....**Error! Bookmark not defined.**
AWARDS....**Error! Bookmark not defined.**
COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS.**Error! Bookmark not defined.**

1	**KEY INFORMATION**	
2	Awarding Body	Askham Bryan College
3	Programme Title	Foundation Degree Animal Science with Management
4	Programme code/s	L5D301Y
5	Award Level	Foundation Degree in Science
6	6a) HECoS Code	100523 Animal Science (100%)
	6b) UCAS Code	D301
7	Mode(s) of study	Full Time or Part Time
8	Credits Studied each Year	Full-time students will normally study at least 120 credits (equivalent to 1200 study hours) per year from a combination of core (compulsory) and elective modules. The part-time programme will be completed in three years and typically be no less than 50% of the standard module diet of the full-time version of the award.
9	Length of programme	The full-time programme will be completed in two years The part-time programme will be completed in four years
10	Maximum Duration of Study	The maximum duration of study for full-time and part-time students (including up to one year postponement of studies) will be four years and six years respectively.
11	Where will the teaching take place?	Askham Bryan College (York)
12	Professional, Statutory and Regulatory Bodies (PSRB) Accredited	None
13	USP & Programme Context	There are a wide variety of jobs available in the animal science and management sector and this FdSc provides students with knowledge and a range of practical skills required to be successful in the sector. The animal science with management foundation degree offers students to gain a broad understanding in a variety of topics through from studying a range of theoretical modules and completing practical work. As well as providing students with the knowledge and skills to be successful in future employment, the FdSc also gives students an excellent foundation to study a BSc (Hons) top-up course in a range of fields, including animal science, conservation, health and welfare.
14	Aims of the programme	**GENERIC AIMS** All FdSc awards aim to provide the following: 1. To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs.

		2. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study within a broader perspective. 3. To develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems. 4. To develop those skills of professional scholarship required for career management, lifelong learning and innovation. 5. To inculcate an awareness of the wider consequences of economic activity and a determination to minimise the effects on the environment and on people. 6. To provide a lively, stimulating and challenging educational experience. **AWARD-SPECIFIC AIMS** The FdSc Animal Science with Management award aims to provide the following: 1. To develop each student's ability to apply detailed scientific knowledge to the management of domestic, captive and wild animals. 2. To develop in students the ability to identify, analyse and solve a range of commonly encountered problems when managing animals and, where appropriate, indicate solutions that apply to industrial practice. 3. To develop students' practical skills in animal management and the ability to apply them to situations associated with domestic, captive and wild animal management. 4. To develop the students' ability to identify and evaluate external factors and their influence on the development of the animal management sector.
REFERENCE POINTS AND HOW THESE HAVE INFORMED THE PROGRAMME		
15a	QAA subject benchmark statements	Agriculture, Rural Environmental Sciences, Animal Studies, Consumer Science, Forestry, Food, Horticulture and Human Nutrition (2024) Biosciences (2023) Earth sciences, environmental sciences and environmental studies (2022)
15b	QAA Frameworks for Higher Education Qualifications	The most up-to-date version is the March 2026 Subject Benchmark Statements (qaa.ac.uk) We also are working within the UK Quality Code for Higher Education https://www.qaa.ac.uk/quality-code

15c	Requirements of any Professional, Statutory and Regulatory Bodies (PSRB)	None
16	Inclusivity, access and student support	We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation). All programmes seek to promote equality of opportunity by ensuring fair access, application, and progression opportunities for all students who meet the admissions criteria. All students across this programme, regardless of race, religion, background, sex, sexual orientation, disability or age, will be treated equally and provided with equality of opportunities throughout the course. Those with additional needs or requiring extra support will be provided with the means, resources and guidance to assist in their success. An alternative assessment may be available where necessary in line with reasonable adjustments policy and procedure.
17a	Link to The Digital Vision	Some modules will feature virtual directed study using a range of platforms including the VLE, teams and nearpod. There is scope for some modules to utilise the VR suite as a learning resource.
17b	Link to the Education for Sustainability goals	Education for Sustainability is embedded throughout the FdSc Animal Science with Management programme through teaching, development of practical skills and the application of scientific knowledge. Students develop the ability to apply detailed scientific knowledge to the management of domestic, captive and wild animals. This programme inculcates an awareness of the wider consequences of economic activity and a determination to minimise the effects on the environment and on people. These learning experiences support several United Nations Sustainable Development Goals, including, but not exclusively, SDG 3 (Good Health and Wellbeing), SDG 12 (Responsible Consumption and Production), SDG 4 (Quality Education), SDG 16 (Peace, Justice and Strong Institution
18	Regulatory exemptions	None
19	Are students subject to Fitness to Practise Regulations?	No

20	**PROGRAMME OUTCOMES**		
	Knowledge and Understanding		
	Students are expected to	**Which will be gained through the following teaching and learning methods**	**and assessed using the following methods**
	Have a broad understanding of well-established theories, ideas and terminology associated with the discipline	Lectures, seminars, group work, student led learning, peer discussions, practicals	Literature reviews, projects, reports, essays, practical's
	Identify strengths and weaknesses of the theories, ideas and terminology associated with the discipline	Seminars, group work, student led learning, peer discussions	Literature reviews, projects, reports, essays, practical's
	Have detailed knowledge of well-established theories, ideas and terminology associated with the discipline	Lectures, seminars, group work, student led learning, peer discussions, practicals	Literature reviews, projects, reports, essays, practical's
	Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline	Seminars, group work, student led learning, peer discussions	Literature reviews, projects, reports, essays, practical's
	Demonstrate an awareness of different ideas, contexts and frameworks and recognise those areas where the knowledge base is most/least secure.	Lectures, seminars, group work, student led learning, peer discussions	Literature reviews, projects, reports, essays, practical's
	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives.	Lectures, seminars, group work, peer discussion	Projects, essay and literature reviews
	Analyse, synthesise and summarise principles and concepts, recognising competing perspectives.	Lectures, seminars, group work, student led learning, peer discussions, practical's	Reports, projects, essays
	Undertake research to provide new information and/or explores new or existing data to identify patterns and relationships.	Lectures, seminars, group work, student led learning, peer discussions, practical's	Reports, projects, essays
	Use appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	Lectures, seminars, group work, student led learning, peer discussions, practical's	Literature review, report, projects, essays, presentations

	Collect and synthesise information to inform a choice of solutions to problems in unfamiliar contexts.	Seminars, peer discussions, practical's	Practical's, work placement, projects, reports, essays
	Analyse a range of information, comparing alternative methods and techniques	Lectures, seminars, group work, student led learning, peer discussions, practical's	Literature review, essay, reports, presentations, practical's
	Select appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected	Practical's, workshops	Literature review, reports, projects, essays
	Students are expected to have attained the following skills and other attributes:	**Which will be gained through the following teaching and learning methods,**	**and assessed using the following methods,**
	Demonstrate independence, initiative and engagement with the wider learning community	Group work, student led learning, peer discussions, practical's, work placement	Projects, reports, work placement
	Identify external expectations and adapts own performance accordingly	Work placement	Work placement
	Undertake complex and non-routine performance tasks	Work placement, practical's	Practical's, reports, projects
	Analyse performance of self, and others and suggests improvements	Group work, student led learning, peer discussions, practical's, work placement	Reports, presentations, group work, peer assessment
	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these	Group work, peer discussions	Peer assessment, presentations, group work
	Recognise ethical challenges associated with the discipline, personal responsibility and professional codes of conduct	Peer discussions, group work	Work placement, presentations, debates
	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	Practical's, seminars, group work	Reports, projects, group work
	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate	Group work, work placement, peer discussions	Group work, presentations, projects

	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	Lectures, workshops	Reports, projects, essays, presentation, practical's
	Adapt interpersonal and communication skills to a range of situations, audiences and degrees of complexity	Group work, work placement, seminars, peer led discussions	Presentations, poster, professional discussion, literature review, essay, report, project
	Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation	Work placement, lectures	Reports, essays, presentations
	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities	Lectures, practical's, workshops	Reports, projects
	Demonstrate critical reasoning, analysis and synthesis and apply knowledge in practice	Seminars, peer led discussion, practical's	Reports, projects, presentations, debates, professional discussion, essay, literature review
	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity	Work placement, seminars, peer discussions	Presentation, work placement, group work, projects

21	**PROGRAMME REQUIREMENTS**				
	Module Title	Credits	Level	Module Code	Effective from
	Level 4 COMPULSORY MODULES:				
	Practical Animal Health and Husbandry	40	4	AM4014	01/09/2027
	Animal Anatomy and Physiology	20	4	AM4001	01/09/2027
	Introduction to Genetics and Inheritance	20	4	AM4013	01/09/2027
	Animal Health and Disease	20	4	AM4002	01/09/2027
	Level 4 OPTIONAL MODULES: **Choose One**				
	Ecological Conservation Skills	20	4	AM4009	1/09/2027
	Exotic Animal Behaviour	20	4	AM4010	01/09/2027
	Canine and Feline Behaviour	20	4	CF4002	01/09/2027
	Equine Behaviour and Welfare	20	4	EQ4003	01/09/2027
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	Certificate of Higher Education in Animal Science with Management			

	Module Title	Credits	Level	Module Code	Effective from
	Level 5 COMPULSORY MODULES:				
	Independent Research Project	20	5	XC5201	01/09/2028
	Principles of Animal Management	20	5	AM5014	01/09/2028
	Animal Welfare and Ethics	20	5	AM5003	01/09/2028
	Animal Nutrition	20	5	AM5002	01/09/2028
	Laboratory Skills	20	5	AM5011	01/09/2028
	Level 5 OPTIONAL MODULES: **Choose One**				
	Management of Habitats and Protected Areas	20	5	AM5012	01/09/2028
	Principles of Animal Training	20	5	AM5015	01/09/2028
	Sum of credits available at this level	**120**			
	Qualification/s available upon completion of the modules above	Foundation degree (Science) in Animal Science with Management			
	Module Compensation Exclusions The following modules are not eligible for compensation within the FdSc Animal Science with Management programme:	Level 4 Modules: None. Level 5 Modules: Principles of Animal Management			

22	LEARNING, TEACHING AND ASSESSMENT DATA										
	Assessment Method (% split)						**Learning and Teaching (% split)**			**Delivery Method (% split)**	
	Programme year	Coursework	Practical	TCA's	Oral	Other	Scheduled	Independent	Placement	Face to Face	Online
	Level 4	*33%*	*20%*	*0%*	*0%*	*0%*	*75%*	*15%*	*10%*	*100%*	*0%*
	Level 5	*50%*	*0%*	*6.25%*	*0%*	*0%*	*70%*	*20%*	*10%*	*100%*	*0%*

PROGRAMME STRUCTURE

Level 4		Level 5	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
PRACTICAL ANIMAL HEALTH & HUSBANDRY AM4014 40 CREDITS		INDEPENDENT RESEARCH PROJECT XC5201 20 CREDITS	
ANIMAL ANATOMY AND PHYSIOLOGY AM4001 20 CREDITS		PRINCIPLES OF ANIMAL MANAGEMENT AM5014 20 CREDITS	
INTRODUCTION TO GENETICS & INHERITANCE AM4013 20 CREDITS	*OPTIONAL (CHOOSE 1)	ANIMAL WELFARE AND ETHICS AM5003 20 CREDITS	ANIMAL NUTRITION AM5002 20 CREDITS
ANIMAL HEALTH AND DISEASE AM4002 20 CREDITS	EXOTIC ANIMAL BEHAVIOUR AM4010 20 CREDITS	*OPTIONAL (CHOOSE 1)	LABORATORY SKILLS AM5011 20 CREDITS
	CANINE AND FELINE BEHAVIOUR CF4002 20 CREDITS	MANAGEMENT OF HABITATS AND PROTECTED AREAS AM5012 20 CREDITS	
	EQUINE BEHAVIOUR AND WELFARE EQ4003 20 CREDITS	PRINCIPLES OF ANIMAL TRAINING AM5015 20 CREDITS	
	ECOLOGICAL CONSERVATION SKILLS AM4009 20 CREDITS		

*We cannot guarantee placement on your preferred elective if the module does not meet the minimum enrolment requirements or is oversubscribed due to resource limitations.

PROGRAMME OUTCOME MAPPING

L4	PROGRAMME OUTCOMES		MODULES							
			Practical Animal Health and Husbandry	Animal Anatomy and Physiology	Introduction to Genetics and Inheritance	Exotic Animal Behaviour	Animal Health and Disease	Ecological Conservation Skills	Equine Behaviour and Welfare	Canine and Feline behaviour
Knowledge and Understanding			C	C	C	O	C	O	O	O
	KU1(4)	Have broad understanding of well-established theories, ideas and terminology associated with the animal science discipline	X	X	X	X	X	X	X	x
	KU2(4)	Identify strengths and weaknesses of the theories, ideas and terminology associated with the animal science with management discipline		X		X	X	X	X	x
Cognitive, Intellectual and Thinking	**CIT1(4)**	Identify and communicate principles and concepts in animal science, recognising competing perspectives.	X	X	X	X	X	X	X	x
	CIT2(4)	Undertake investigative strategies within a limited and defined range of methods.		X		X	X	X	X	
	CIT3(4)	Judge the reliability of data collected, recognising the limitations of the enquiry.				X		X	X	x
	CIT4(4)	Collect information to inform a choice of solutions to standard problems in familiar context	X	X	X	X		X		
	CIT5(4)	Describe a range of information, identifying alternative methods and techniques.	X			X	X	X	X	x
	CIT6(4)	Demonstrate emerging independence, initiative and engagement with the wider learning community				X	X	X	X	
Practical and Professional	**PP1(4)**	Develop own role in relation to specified and externally defined parameters	X			X	X	X	X	x
	PP2(4)	Undertake performance tasks in the science discipline that may be complex and non-routine, engaging in self-reflection	X		X	X		X		
	PP3(4)	Work effectively with others and recognise the factors that affect team performance.	X		X			X		
	PP4(4)	Demonstrate awareness of ethical issues in the animal science discipline discuss these in relation to personal beliefs and values.	X			X	X	X	X	
Employability	**E1(4)**	Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning	X		X				X	x
	E2(4)	Undertake a role within a team, contributing information and ideas			X			X		
	E3(4)	Use appropriate literacy, numeracy, information and digital technologies to demonstrate competency associated with the animal science discipline	X	X	X	X		X	X	x
	E4(4)	Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.	X			X		X		
	E5(4)	Explain the key drivers for business success in animal science, the external context and pressures on an organisation			X					
	E6(4)	Demonstrate a creative and innovative approach in professional and academic contexts					X			
	E7(4)	Demonstrate an understanding of community and civic responsibility, diversity and inclusivity	X		X		X			

L5	PROGRAMME OUTCOMES		MODULES						
			Independent Research Project	Principles of Animal Management	Animal Welfare and Ethics	Animal Nutrition	Laboratory Skills	Management of Habitats and Protected Areas	Principles of Animal Training
Knowledge and Understanding			C	C	C	C	C	O	O
	KU1(5)	Have detailed knowledge of well-established theories, ideas and terminology associated with the animal science discipline		X	X	X	X	X	X
	KU2(5)	Interpret and explain major aspects of the theories, ideas and terminology associated with the animal science discipline		X	X	X	X	X	
	KU3(5)	Demonstrates an awareness of different ideas, contexts and frameworks within the animal science discipline and recognises those areas where the knowledge base is most/least secure.		X	X			X	X
Cognitive, Intellectual and Thinking	CIT1(5)	Analyses, synthesises and summarises principles and concepts, recognising competing perspectives within the animal science discipline		X	X			X	X
	CIT2(5)	Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.	X		X		X		X
	CIT3(5)	Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.	X	X	X		X		X
	CIT4(5)	Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.	X	X	X		X	X	
	CIT5(5)	Analyses a range of information, comparing alternative methods and techniques.	X	X	X	X	X	X	
	CIT6(5)	Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	X	X			X		X
	CIT7(5)	Demonstrate independence, initiative and engagement with the wider learning community	X	X	X	X	X		
Practical and Professional	PP1(5)	Identifies external expectations and adapt own performance accordingly.	X	X	X				
	PP2(5)	Undertake complex and non-routine performance tasks.		X			X		X
	PP3(5)	Analyse performance of self, and others, and suggests improvements.	X	X	X				X
	PP4(5)	Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.	X		X				
	PP5(5)	Recognise ethical challenges associated with the animal science discipline, personal responsibility and professional codes of conduct.	X	X	X		X		
Employability	E1(5)	Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning	X	X	X				X
	E2(5)	Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.		X	X			X	X
	E3(5)	Use advanced literacy, numeracy, information and digital technologies to demonstrate competency associated with the discipline and audiences	X			X	X	X	X
	E4(5)	Adapts interpersonal and communication skills to a range of situations, audiences and degrees of complexity	X	X	X			X	X
	E5(5)	Demonstrate an understanding of the key drivers for business success and the external context and pressures on an organisation within the animal science sector		X					
	E6(5)	Demonstrate an innovative approach and creativity, generating ideas that maximise opportunities				X	X	X	
	E7(5)	Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice	X	X		X	X	X	X
	E8(5)	Demonstrate ethos of community and civic responsibility; showing an appreciation of diversity and inclusivity		X			X		

SUSTAINABLE EDUCATION MAPPING

	Practical Animal Health and	Animal Anatomy and Physiology	Introduction to Genetics and Inheritance	Animal Health and Disease	Ecological Conservation Skills	Canine and Feline Behaviour	Equine Behaviour and Welfare	Exotic Animal Behaviour	Independent research Project	Principles of Animal Management	Animal Welfare and Ethics	Animal Nutrition	Laboratory Skills	Management of Habitats and Protected Areas	Principles of Animal Training
NO POVERTY						X								X	
ZERO HUNGER						X								X	
GOOD HEALTH AND WELLBEING		x	X	X		X	X	X		X		X		X	X
QUALITY EDUCATION	X	x				X			X				X		
GENDER EQUALITY	X														
CLEAN WATER AND SANITATION														X	
AFFORDABLE AND CLEAN ENERGY	X													X	
DECENT WORK AND ECONOMIC GROWTH															
INDUSTRY INNOVATION AND INFRASTRUCTURE	X							X		X					
REDUCED INEQUALITIES	X														
SUSTAINABLE CITIES AND COMMUNITIES														X	
RESPONSIBLE CONSUMPTION AND PRODUCTION	X										X			X	
CLIMATE ACTION	X										X			X	
LIFE BELOW WATER					X			X		X	X			X	
LIFE ON LAND	X	X			X			X		X	X			X	X
PEACE JUSTICE AND STRONG INSTITUTIONS	X										X				
PARTNERSHIPS FOR THE GOALS											X				

ENTRY AND PROGRESSION

ENTRANCE REQUIREMENTS

For admission to all courses, students must have achieved passes (Grade 4 or above, or equivalence) in a minimum of five GCSE subjects including English, Mathematics and Science or have passed a science-based Level 2 Diploma, in lieu of GCSE Science. Equivalent qualifications may be considered.

In addition, for admission onto FdSc programmes, students must have achieved a pass grade in a minimum of one 'A2' level subject (or equivalent) or have successfully completed an Extended/Diploma or T-Level in a relevant subject area. Using the UCAS tariff system, a typical offer for admission to the FdSc would be in the range of 64 points.

Students may be invited to attend an interview, and places will be subject to a satisfactory reference and may also require satisfactory completion of an assessment.

See HE student admissions policy and procedure for full information regarding admissions processes for home and international applicants

Applications from mature students are welcomed. Applicants can apply for Accreditation and Recognition of Prior Learning (A/RPL) in line with the published Policy and Procedure.

Progression

- To proceed to Level 5 of the Foundation Degree course, students must have acquired 120 credits at Level 4, after reassessment.

Students may apply to progress to a BSc (Hons) Top-up programme upon successful completion of the FdSc. For admission to a Top Up programme students would normally be expected to have successfully completed their FdSc with a minimum mean grade of 40% Pass.

Transfer

Students transferring onto the programme must have satisfied the requirements for transfer in line with Askham Bryan College academic regulations. Unless otherwise indicated in the programme specification, students can transfer all core module credits between programmes. Please see Student Transfer Guidance for more information.

AWARDS

COURSE STRUCTURE, LEVELS AND CREDIT REQUIREMENTS FOR INTERIM AND FINAL AWARDS

Askham Bryan College programmes are based on a credit-accumulation system where 1 credit represents 10 notional hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels from Levels 3 – 6, according to their intellectual challenge. Courses leading to specific awards include **core modules and optional modules** from which students must select choices up to the number of credits required.

The minimum credit requirements needed to progress to interim and final awards within the Extended Foundation Degree Programme are:

Certificate of Higher Education	120 Credits
Foundation Degree	240 Credits

The requirements for interim awards are as follows:

Certificate of Higher Education in Animal Science with Management

- To qualify for the interim award of **Certificate of Higher Education in Animal Science with Management** students are required to achieve the Level 4 outcomes as stated in programme outcomes above.

PROFESSIONAL ACCREDITATION ARRANGEMENTS

There are no professional accreditation arrangements for the FdSc Animal Science with Management programme.

COURSE DESIGN, LEARNING, TEACHING AND ASSESSMENT METHODS

Curriculum design

The programme begins by developing students' understanding of current principles and practices, equipping them with the skills to critically evaluate approaches within the sector. A key feature of the Askham Bryan College curriculum is the integration of work-based learning, enabling students to apply academic knowledge to real-world industry challenges.

Students are required to complete 150 hours of work placement during the programme, normally alongside full-time study. Although placements may begin in the first year of the FdSc, hours are recognised within the Level 5 *Principles of Animal Management* module.

The curriculum is designed to be relevant and engaging for both students and employers, informed by industry stakeholder feedback, student focus groups, and course team review to ensure it remains current and responsive to sector needs.

Learning and teaching methods

Teaching and learning methods are designed to develop knowledge, practical skills and critical thinking through a combination of experience and reflection. Delivery methods vary according to the subject matter of each module and include lectures, seminars, workshops, field trips, guest lectures, case studies and independent study. Practical skills are developed through activities on the college farm, wildlife park, in laboratories and during field-based learning.

All students undertake a research project in the final year of the programme. As students' progress, there is an increasing emphasis on independent learning, supporting the development of autonomy and professional practice. Additional learning resources and support are provided through the College's Virtual Learning Environment (VLE), preparing students for further study and continuing professional development after graduation.

Transferable skills

The modules are designed to develop the knowledge, skills and attributes needed for academic success, career progression and lifelong learning. The programme incorporates opportunities to enhance communication, numeracy, digital literacy and personal development planning. Work placement activities (normally 150 hours across the programme) support the development of professional skills and workplace readiness. At higher levels, modules place greater emphasis on teamwork, independent learning, problem-solving and research skills, preparing students for employment and further study.

Assessment

Assessment is an integral part of the learning process and is designed to support the development and demonstration of knowledge, understanding and skills. Most modules are assessed through two assessment components, although this may vary. Module descriptors specify the weighting of assessments, which are typically split 50/50 or 25/75. Unless otherwise stated, the overall module mark is calculated using a weighted average, with no minimum threshold required for individual assessment components.

Assessment methods are varied and may include essays, reports, presentations, case studies, problem-solving assignments, practical activities, research projects and work placement tasks. Time-constrained assessments may include open-book or closed-book examinations, with both seen and unseen questions.

A range of subject-specific assessment approaches is used to develop practical and technical competence, including professional discussions, peer observation, case studies and practical assessments.

To support students' transition into higher education, some modules include early assessment submission points with feedback provided before the Christmas break. Where semester one modules include time-constrained assessments, these are typically scheduled towards the end of Semester 1.

DOCUMENT MANAGEMENT To be completed by UCAB Academic Services			
	Date completed/revised	08.07.2026	
	Approval Dates	HE Academic Board	Date:
	Final-check Sign Off	Head of Academic Services and Quality Assurance:	Date: